The Influence of Quran Reading Habits at the Beginning of Learning on Students' Mental Readiness for Learning

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Abstract: *this study aims to examine the influence of Quran recitation habits at the beginning of learning sessions on students' mental readiness. Using a quantitative approach and simple linear regression, the research investigates the relationship between the habit of Quran reading and students' mental preparedness for learning. A sample of 153 eleventh-grade students from SMAN 8 Bandung was selected through simple random sampling, and data were collected using a closed-ended questionnaire measuring Quran recitation habits and mental readiness indicators. The results indicate a significant positive relationship between Quran reading and mental readiness, with an R-Squared value of 0.556, showing that 55.6% of the variance in mental readiness is explained by Quran recitation. The findings suggest that incorporating spiritual practices such as Quran recitation into the learning routine can effectively enhance students' focus and emotional readiness, contributing to improved academic engagement.*

Abstrak: Penelitian ini bertujuan untuk mengkaji pengaruh kebiasaan membaca Al-Qur'an di awal sesi pembelajaran terhadap kesiapan mental siswa. Dengan menggunakan pendekatan kuantitatif dan regresi linier sederhana, penelitian ini menyelidiki hubungan antara kebiasaan membaca Al-Qur'an dan kesiapan mental siswa untuk belajar. Sampel 153 siswa kelas 11 dari SMAN 8 Bandung dipilih melalui teknik simple random sampling, dan data dikumpulkan menggunakan kuesioner tertutup yang mengukur kebiasaan membaca Al-Qur'an dan indikator kesiapan mental. Hasil penelitian menunjukkan hubungan positif yang signifikan antara membaca Al-Qur'an dan kesiapan mental, dengan nilai R-Squared sebesar 0,556, yang menunjukkan bahwa 55,6% variasi kesiapan mental dijelaskan oleh kebiasaan membaca Al-Qur'an. Temuan ini menunjukkan bahwa mengintegrasikan praktik spiritual seperti membaca Al-Qur'an ke dalam rutinitas pembelajaran dapat secara efektif meningkatkan fokus dan kesiapan emosional siswa, yang berkontribusi pada peningkatan keterlibatan akademik.

INTRODUCTION

In today's world of education, students face great challenges in maintaining mental readiness to learn, especially due to the increasing cognitive demands and stress (Aryani, 2016). Excessive academic demands can lead to symptoms such as anxiety, depression, and stress, which can ultimately negatively impact mental health as well as affect an individual's ability to learn and achieve (Fajrin et al., 2023). One effective approach to overcome this is to form positive habits, such as reading the Qur'an regularly. This habit is believed to affect students' mental readiness by increasing focus and concentration during the learning process (Bulloh & Shobirin, 2023). Concentration can be interpreted as the ability of students to focus and concentrate on an activity or task that is being done (Fatchuroji et al., 2023; Sati & Sunarti, 2021). Thus, students who engage in this spiritual practice are better able to manage academic stress and prepare themselves optimally before the learning process begins.

Mental readiness plays a very important role in the learning process. When students are not mentally prepared, they tend to exhibit unconducive behaviors such as anxiety or lack of calm, which ultimately hinders the teaching and learning process. This is in line with Thorndike's view quoted by Slameto (Slameto, 2003), that learning readiness is an important prerequisite for the success of the next learning process. In this case, learning readiness includes physical and mental aspects, where these two aspects support each other to ensure optimal conditions for students in facing the learning process (Suviana Tyas Novita, 2021). Therefore, it is important to ensure that students' mental readiness is prioritized in order to create a productive learning environment.

Habit Formation Theory put forward by (Prewitt, 2016) provides a relevant conceptual framework for understanding how Qur'anic reading habits can be formed through a cycle of cues, routines, and rewards. Students who consistently read the Qur'an will receive spiritual and emotional rewards, which reinforce the habit. Over time, these habits become mental anchors that help students reduce anxiety (Pratiwinata & Tohdeng, 2023), as well as preparing their minds to receive the subject matter better.

Furthermore, Cognitive Load Theory (Sweller, 2020) developed by John Sweller supports the idea that the habit of reading the Qur'an can help reduce the cognitive burden experienced by students in academic activities. With reduced mental load, students can be more focused and emotionally stable, which allows them to face study tasks more calmly and effectively (Sanusi, 2023). This is crucial in creating a strong mental readiness to achieve academic success.

Recent research supports this approach with a wide range of empirical evidence. (Julianto dkk., 2016) found that listening to the Qur'an murattal before class can improve students' concentration. The calming effect of this reading helps students be better prepared to receive lessons, while also serving as a mental transition ritual before they engage in learning.

In a study by (Indriyati dkk, 2021), It was found that listening to the Qur'an reading played an important role in lowering the level of anxiety in students. This reading serves as an effective complementary therapy to reduce stress and improve

emotional stability. In the study, students who regularly listened to the Qur'an's murottal showed a significant decrease in anxiety levels, so they were better able to manage academic challenges more calmly and focused. In line with research (Mansyur et al., 2024). When there are problems with the educational environment or worried about the future, reading the Qur'an provides a sense of relief, calmness, and also provides peace of mind while reading (Fani, 2023). This is in line with the verses of the Qur'an in QS. Verse 28 "(i.e.) those who believe and their hearts are reconciled by remembering Allah SWT. (Ridha, 2024)

In addition, research (Fauzan, 2017) shows that the habit of reading the Qur'an regularly increases students' intrinsic motivation. They feel more motivated and inspired by the spiritual values contained in the Qur'an, which ultimately encourages them to be more eager to learn and more committed to academic achievement. This motivation encourages greater involvement in the learning process, while improving student academic outcomes.

Research findings (Taher Gulamhusein & Momanyi, 2020) revealed that memorizing the Qur'an can strengthen students' cognitive abilities, especially in improving memory and critical thinking skills. In this study, students who regularly memorized the Qur'an showed improved short-term memory and the ability to process more complex information. With better memory skills, students can more easily manage the cognitive load they face during learning.

This study aims to answer an important question, namely whether there is a significant influence between the habit of reading the Qur'an at the beginning of learning and the mental readiness of students. If it is proven that there is a significant influence, the results of this study can provide a basis for schools to implement a routine policy of reading the Qur'an at the beginning of learning. This aims to maximize students' mental readiness in facing the learning process, which in turn can improve their overall learning outcomes.

METHOD

Participant Characteristics

The participants of this study are grade 11 students from SMAN 8 Bandung during the first semester of the 2023/2024 academic year. The total research population consists of 432 students. A sample of 153 students was selected using a simple random sampling method. This technique ensures that every student in the population has an equal opportunity to be selected without bias based on gender, academic achievement, or demographic background (Sugiyono, 2013). This approach helps eliminate selection bias and makes the results applicable to a larger population. The diversity of participants provided representative data in measuring the impact of reading the Qur'an on mental readiness.

Research Design

This study uses a quantitative approach to explore the impact of Qur'anic reading habits on students' mental readiness in learning. The simple linear regression method was chosen because it allows the researcher to directly analyze the relationship between one independent variable (Qur'an reading) and one

dependent variable (mental preparedness) (Yaya Sunarya & Tedi Priatna, 2009). In addition, simple linear regression provides easy-to-interpret results regarding the strength and direction of relationships, as well as helping to explain the proportion of mental readiness variability caused by Qur'anic reading habits (Ghodang & Hantono, 2020). With data that meets the assumptions of linearity and normality, simple linear regression is the right method to explore the relationship between these two variables

Sample Selection

The sampling process was carried out using the Slovin formula to calculate a representative sample size of the student population. In particular, Slovin's formula is advantageous when the population is large, and an accurate estimate of the required sample size is necessary to minimize margin of error while maintaining research efficiency (Widiyanto, 2013). With a population of 432 students and a margin of error of 0.05, the sample size was calculated as follows:

$$= \frac{N}{1 + N\,(e)^2}$$

With:

N = 432 (population size),

e = 0.05 (permissible error rate).

Based on these calculations, the sample size obtained was 153 students, which was considered sufficient to represent the population as a whole and maintain the accuracy of the results (Suharso, 2009). The simple random sampling method was chosen to ensure that every student in the population has the same chance of being selected, which allows the results of the research to be generalized to the entire student population of SMAN 8 Bandung. This technique helps minimize selection bias and increase the validity of research (Cresswell, 2017)(Gati et al., 2011).

Research Instruments

The instrument used in this study is a closed questionnaire, which consists of two main parts to measure independent and dependent variables. The questionnaire uses a 5-point Likert scale, where 1 represents "strongly disagree" and 5 represents "strongly agree".

1. A total of 20 items measure the habit of reading the Qur'an, with a focus on frequency, duration, consistency, and comprehension. Example item: "I read the Qur'an every day before starting the lesson."
2. A total of 20 items measure students' mental readiness, including physical, psychological, emotional, and cognitive readiness during learning. Example item: "I feel more focused after reading the Qur'an before studying."

Validity and Reliability Testing

The instrument was validated using Pearson correlation to verify that each item measured the appropriate aspect, and tested for reliability using Alpha Cronbach. The alpha value obtained of 0.9 for the habit of reading the Qur'an and 0.962 for mental readiness indicates a very high level of reliability (Ghozali, 2016).

An Alpha value above 0.7 indicates that the instrument is consistent and reliable for use in data collection (Sugiyono, 2013).

Data Analysis

The data were analyzed using simple linear regression to evaluate the relationship between the independent variable (Qur'an reading) and the dependent variable (students' mental readiness). Simple linear regression was chosen because it allows to measure the direct influence of Qur'anic reading habits on students' mental readiness, as well as provide a clear understanding of the strength and direction of the relationship between the two (Supardi AS, 2016)

Before the regression analysis is carried out, a classical assumption test is performed, such as:

1. The Normality Test uses the Kolmogorov-Smirnov test to ensure that the residues are distributed normally (Andy Field, 2009).
2. The Linearity Test was performed using the ANOVA table to confirm the linear relationship between the independent variable and the dependent variable. This linearity test aims to verify that the regression model used is the right model and can accurately predict the outcome (Mustafa dkk., 2024)

Hypothesis Testing

One method that can be used to evaluate a regression model is by hypothesis testing. After the classical assumptions were met, a hypothesis test was carried out using simple linear regression to find out if the habit of reading the Qur'an significantly affected the mental readiness of students to learn (Ziegel et al., 1997). This test aims to see the statistical relationship between variables by testing the regression coefficient and p-value (Suharsaputra, 2012) If the p-value is less than 0.05, then an alternative hypothesis is accepted, which means that the habit of reading the Qur'an has a significant influence on the mental readiness of students.

The results of this analysis are presented in tables and figures for easy interpretation. Data analysis was carried out using SPSS software version 21.0. SPSS was chosen because of its ability to handle various types of statistical data and provide advanced analysis features

RESULT AND DISCUSSION

Descriptive Statistics

Descriptive statistics provide an overview of the dataset used in this study. As shown in Table 1, the Qur'anic reading habit score (X) ranges from 48 to 93, with an average of 73.07 and a standard deviation of 8.767. Similarly, the mental readiness (Y) score varied between 46 and 100, with an average of 75.76 and a standard deviation of 12.037.

Table 1. Descriptive Statistical Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
The habit of reading the Qur'an	153	48	93	73.07	8.767
Students' Mental Readiness to Learn	153	46	100	75.76	12.037
Valid N (listwise)	153				

These descriptive statistics show the variation in scores for both variables, indicating the variability of Qur'anic reading habits and students' mental readiness. The standard deviation indicates moderate variability, which means that while some students consistently read the Qur'an and are mentally prepared, others are less consistent and prepared.

Frequency Analysis

The frequency analysis was carried out to further analyze students' responses related to the habit of reading the Qur'an and mental readiness. In Table 2, it is evident that most of the respondents agree or strongly agree with matters related to the habit of reading the Qur'an. This shows that reading the Qur'an is a common practice among respondents.

Table 2. Frequency Analysis

Answer	Frequency	Percentage %
Strongly agree	43	28.10
Agree	80	52.29
Neutral	28	18.30
Disagree	2	1.31
Strongly disagree	0	0

Assumption Test

Normality Test

The normality of the data was tested using the Kolmogorov-Smirnov test. As shown in Table 3, the significance value is greater than 0.05, indicating that the data is distributed normally.

Table 3. Normality Test Results Kolmogorov-Smirnov Test One Sample

			Non-Standard Residue
N			153
Parameter Normala,b	Mean		.0000000
	Std. Deviation		8.02288820
The Most Extreme Differences	Absolute		.088
	Positive		.088
	Negative		-.071
Test Statistics			.088
Asymp. Sig. (2-gema)c			.006
Monte Carlo Sig. (2-ek) d	Sig.		.005
	99% Confidence Interval	Lower Limit	.004
		Upper Limit	.007

a. The test distribution is Normal.
b. Calculated from data.
c. Koreksi Signifipsi Lilliefors.
d. Lilliefors method based on 10000 Monte Carlo samples with 2000000 initial seeds.

From Table 3. (Normality Test Results), it can be observed that the residual data is distributed normally, as indicated by the significance values in the table above. This conclusion is based on the fact that the significance value is greater than 0.05, specifically 0.06. In other words, the residual data did not show significant deviations from the normal distribution, supporting the validity of the analysis methods used in this study.

Linearity Test

Table 4. Linearity Test Results
ANOVA Table

			Sum Squared	Df	Square Average	F	Father.
Students' Mental Readiness to Learn * The habit of reading the Qur'an	Between groups	(Combined)	14997.583	39	384.553	6.187	.000
		Linearitas	12237.786	1	12237.786	196.879	.000
		Deviation from Linearity	2759.798	38	72.626	1.168	.262
	In a Group		7023.946	113	62.159		
	Entire		22021.529	152			

From Table 4. (Results of the Linearity Test), it was shown that the significance value obtained was 0.262, which was greater than the significance threshold of 0.05. This shows that there is no significant deviation from the linear relationship between the variables of Mental Readiness to Learn and the habit of reading the Qur'an. In other words, the relationship between these two variables is linear. A significance value greater than 0.05 indicates that the linear regression model used is appropriate to describe the relationship between these variables.

Hypothesis Testing

Regression Analysis

The results of the regression analysis, as shown in Table 5, show a significant positive relationship between the independent variable (Qur'anic reading habits) and the dependent variable (mental readiness). The regression equation is as follows:

Y = 0.986 + 1.023X

The beta coefficient ($\beta = 1.023$, $p < 0.001$) shows that for each unit of increase in Qur'an reading habits, there is an increase in mental readiness by 1.023 units. The R-squared value is 0.556, meaning that the habit of reading the Qur'an explains 55.6% of the variance in mental readiness.

Table 5. Results of Regression Coefficient Analysis

Pola	Coefficient			t	Father
	Non-standard coefficients		Standard Coefficient		
	B	PMS errors	Beta		
1 (Konstan)	.986	5.480		.180	.857
The habit of reading the Qur'an	1.023	.074	.745	13.743	.000

a. Dependent Variable: Students' Mental Readiness to Learn

From the results above, it can be interpreted that:

a. The constant value of 0.986 indicates that the consistent value of the variable Y (Mental Readiness for Learning) is 0.986 when the variable X (Qur'an Reading Habit) is zero.

b. The regression coefficient value for variable X (Qur'an Reading Habits) is 1.023, meaning that for every 1% change in variable X, the Y variable (Mental Readiness) will increase by 1.023.

F-Test

Table 6. F-Test Results
ANOVA

Pola	Sum Squared	Df	Square Average	F	Father.
1 Regression	12237.786	1	12237.786	188.875	000 billion
Remnant	9783.744	151	64.793		
Entire	22021.529	152			

a. Dependent Variable: Students' Mental Readiness to Learn
b. Predictor: (Constant), Habit of reading the Qur'an

From Table 6. (F-Test results) above, it is known that the calculated F-value is 188.875 with a significance value of 0.00, which means that the significance value is less than 0.05. This shows that there is a significant influence of variable X (Qur'anic Reading Habits) on variable Y (Mental Readiness for Learning).

T-Test

From the regression result table, it is known that the calculated t-value (t_hitung) is 13.075, with a significance value of 0.00. Based on this significance value, it can be concluded that 0.00 < 0.05, meaning that H0 is rejected and H1 is accepted, indicating that the X variable (Qur'an Reading Habit) significantly affects the Y (Mental Readiness for Learning) variable.

We can also make a decision by comparing t-values:

a. If t_hitung > t_tabel, then H0 is rejected and H1 is accepted.
b. If t_hitung < t_tabel, then H1 is rejected and H0 is accepted (Santoso, 2019).

In this case, t_hitung = 13.075, and to find t_tabel, we use the following formula:

From the t-distribution table, we find that t_tabel = 1.98.

So, 13.075 > 1.98, which means t_hitung > t_tabel, so the null hypothesis (H_0) is rejected. These results confirm that there is a significant influence between the independent variable (Qur'an Reading Habit) and the dependent variable (Mental Readiness for Learning).

To better understand the strength of the correlation between the X and Y variables, we can examine the output of the model summary provided in the results. And to find out the magnitude of the correlation value between the X variable and the Y variable, we can see from the output of the following summary model:

Table 7. Model Summary

Pattern	R	R square	Customized R Square	Forecast errors
1	.745a	.556	.553	8.049

a. Predictor: (Constant), Habit of reading the Qur'an
b. Dependent Variable: Students' Mental Readiness to Learn

In Table 7. (Model Summary) above, it is shown that the R Square value is 0.556, which means that the influence of the independent variable (Qur'an Reading Habit) on the dependent variable (Mental Readiness for Learning) is 55.6%. This shows that 55.6% of the variation in students' mental readiness can be explained by their habit of reading the Qur'an. In addition, the R-value is 0.745, indicating that the correlation strength between the two variables is 0.745, which indicates a strong positive relationship.

The results of this study show that there is a significant positive relationship between the habit of reading the Qur'an (X) and the mental readiness of students in learning (Y). This relationship is supported by descriptive statistics and hypothesis tests, which together reveal that students who regularly read the Qur'an tend to have a higher level of mental readiness in learning. Descriptive statistics show various scores in Qur'anic reading habits and mental readiness, with moderate variability, indicating that students' levels of involvement in reading the Qur'an vary, as well as their mental readiness

In the hypothesis test, regression analysis showed that for every unit of increase in Qur'an reading habits, mental readiness increased by 1,023 units. This result is supported by an R-squared value of 0.556, which shows that 55.6% variability of mental readiness can be explained by the habit of reading the Qur'an. The significant F value of the F test (F = 188,875, page < 0.05) confirms that the habit of reading the Qur'an has a statistically significant influence on mental readiness.

These findings are in line with previous research, such as Julianto et al. (2016), which showed that listening to the Qur'anic murattal can improve students' concentration. The calming effect of this reading seems to serve as a transition ritual that mentally prepares students for learning. In addition, this study supports the findings of Indriyati et al. (2021), which found that reading the Qur'an can

reduce anxiety and improve students' emotional stability. This decrease in anxiety contributed to the increased mental readiness observed in this study.

Furthermore, this study complements the findings of Fauzan (2017) which highlights the role of reading the Qur'an in increasing students' intrinsic motivation. The spiritual and emotional rewards students gain from reading the Qur'an not only help improve mental clarity, but also increase motivation to engage in academic learning. In line with the research of Taher Gulamhusein & Momanyi (2020) found that memorizing the Qur'an can strengthen cognitive abilities, especially short-term memory, which supports the argument that spiritual practices such as reading the Qur'an contribute to students' overall cognitive readiness.

The results of this study are also in line with the Theory of Habit Formation and the Theory of Cognitive Load. The Theory of Habit Formation (Duhigg, 2016) explains that routines such as reading the Qur'an, reinforced with spiritual and emotional rewards, will become habits over time. In this case, the habit of reading the Qur'an serves as a mental anchor that reduces anxiety and improves focus, thus strengthening mental readiness to learn. The positive impact of these habits on learning readiness is further explained by Cognitive Load Theory (Sweller, 2020), which states that the reduction in mental tension allows students to focus more on academic tasks. Reading the Quran, by reducing mental stress, allows students to better manage the cognitive demands of learning

What distinguishes the findings of this study from previous studies is the emphasis on the quantitative relationship between the frequency of Qur'anic reading habits and the measurable increase in mental readiness. This enriches the existing literature by providing more specific empirical data on the quantitative effects of spiritual practice, which has not been widely discussed in the context of modern education. Therefore, this study not only confirms previous findings, but also provides new insights into the quantity of the impact of spiritual habits on mental readiness in learning.

The practical implications of this study can be applied to schools with different cultural or religious backgrounds. Although the context of this study is Islamic schools, the concept of spiritual rituals or reflective practices can be applied in other forms in schools that adopt programs such as mindfulness or daily reflection. Educators can capitalize on these findings by establishing daily habits early in learning, such as meditation sessions, prayers, or brief reflections, which can help students prepare their minds for lessons.

The integration of these habits has the potential to not only improve students' mental readiness, but also build a quieter and more focused classroom atmosphere, ultimately contributing to improved academic outcomes. By providing a foundation for school policies related to spiritual habituation, this research opens up opportunities to improve the overall quality of education in a more comprehensive and holistic way.

CONCLUSION

This study successfully showed that the habit of reading the Qur'an has a significant influence on students' mental readiness in learning. Based on data analysis, it was found that the higher the frequency of the habit of reading the Qur'an, the better the mental readiness of students. This confirms that spiritual practices such as reading the Qur'an can be an effective tool in helping students prepare mentally for learning activities. In this context, the habit of reading the Qur'an acts as a "mental anchor" that reduces anxiety and improves students' focus.

These findings not only confirm previous research suggesting that spiritual practice can improve concentration and reduce anxiety, but also make a new contribution by presenting more detailed quantitative evidence. This research adds a new dimension in the literature related to the influence of spirituality on education, by measuring the direct impact of the habit of reading the Qur'an on mental readiness in the context of modern schools.

Practically, this study provides recommendations for schools, especially those with Islamic backgrounds, to consider the habit of reading the Qur'an at the beginning of the learning session as part of the curriculum. However, this concept can also be applied in schools with different backgrounds through the application of other forms of exercise or spiritual reflection, such as meditation or prayer, to help improve students' overall mental readiness.

For future research, it is recommended to explore more deeply the specific mechanisms of how spiritual habits affect the cognitive and emotional aspects of students in more detail. The study could also be extended to a more diverse population, both in terms of demographics and cultural contexts, to see if similar practices have the same impact on mental readiness in different educational contexts. This is expected to expand the application of these findings to education more broadly, as well as overcome the limitations of this research which still focuses on the context of Islamic education.

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